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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:** 2 Maths - Handling data II | | | | | **Driving  Supporting X Discipline-Specific** | | | | |
| **Modality**  **Visual**  Kinaesthetic  Auditive | **Style**  Mastery  **Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| **Visual-Spatial**  Verbal-Linguistic  Kinaesthetic  **Logical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  **Observation**  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  **Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:** Reads data on a bar graph to compare and contrast quantities | | | | | | **Skills:** THINKING (Comprehension, analysis, application) | | | | | |
| **Materials:** Fruit chart, big square graph paper, markers. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  **Whole group** | | | **Co-teaching** | | |
| Whole group  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | Small Group  Alternative  Parallel  Stations |
| **Date:** week 10 (Oct.28/10) | | | **Time:** 30´(Circle time) | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Based on the information they have collected in the Fruit Chart during these two weeks, ask children:   * Can we find quickly the number of fruits that you ate during these two weeks? * Do you know how many apples you wrote/drew here? * Don´t you think the information we have in this fruit chart is complicated to understand? * How can we organize this information more clearly to understand and interpret it easier? * Let´s look at the weather chart, how did we organize the information about the weather every day? How does it look like? | | | | | | | | | | | |
| **Main Activity: MODEL FRUIT GRAPH**  Previously have ready the big square graph paper. Ask room mothers to trace the x-axis (horizontal) and the y-axis (vertical) and after that, have them make the squares bigger, so that four squares make one big square and facilitate children to colour them and to differentiate the bars. See the example below.  Have children inquire:   * What do I have to draw/write underneath the horizontal line? (Draw/write all the fruits from the chart) * What is the vertical line for? (Write the numbers from one to...) * Now, let´s count the number of apples that you wrote/drew in the chart. * How can we represent these apples in the apple column? * For the classes that have done picture graphs only: is there any other way to represent the number of apples different than drawing this fruit on each square? Which is that way? How many squares do we have to colour? Let´s do it! * Now, let´s use another colour to represent the banana column. * By taking turns, have them colour the squares to make the bars.  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | | | | | | | | | | | | |
| **Closing:** Once the bar graph is completed, have students read the information about the fruits they ate during these two last weeks to compare and contrast quantities. | | | | | | | | | | | |